

Cycle	Term		Term		Term	
1	A1	A2	Sp1	Sp2	Sm1	Sm2
1	<p><b><u>Invaders and settlers</u></b></p> <p>KS2 theme, focusing on KS1 skills - the Roman Empire and its impact on Britain.</p>	<p><b><u>Invaders and settlers</u></b></p> <p>KS2 theme, focusing on KS1 skills - Settlement and struggle of Saxons and Vikings</p>	<p><b><u>Volcanoes and Earthquakes</u></b></p> <p>KS1 and KS2 - locational knowledge KS2 physical Geography KS1 and KS2 Geographical skills (maps)</p> <p>( Geography focus - last time focused on Pompeii)</p> <p>Careers - work of seismologists</p>	<p><b><u>WW1</u></b> KS1 - Changes within living memory used to reveal aspects of change in national life.</p> <p>KS1 - Significant individuals who contributed to national and international achievements -</p> <p>Careers - compare to a modern soldier</p>	<p><b><u>Europe</u></b></p> <p>KS1 locational knowledge KS2 locational knowledge KS2 place knowledge</p> <p>KS1 and KS2 Geog skills (maps)</p> <p>Careers - travel and tourism</p>	<p><b><u>Titanic</u></b></p> <p>KS1 - events beyond living memory that are significant globally.</p> <p>Careers - jobs on ships/transport</p>
	<p>English -</p> <p>Suggested text:</p> <p>The thieves of Ostia by Caroline Lawrence</p> <p><b>Narrative - character description</b></p>	<p>English -</p> <p>Suggested text:</p> <p>Attack of the Vikings by Tony Bradman</p> <p><b>Non - Narrative - Non chronological report -</b></p>	<p>English -</p> <p>Suggested text:</p> <p><b><u>Stranded! A Mostly True Story from Iceland</u></b> AEvar THor Benediktsson &amp; Anne Wilson</p>	<p>English -</p> <p>Suggested Text:</p> <p>Private Peaceful by Michael Morpurgo</p> <p><b>Non - Narrative - Letter writing - writing for different purposes</b></p>	<p>English -</p> <p>Suggested Texts:</p> <p>Around the World in 80 days by Jules Verne (abridged)</p> <p><b>Narrative - story with a journey</b></p>	<p>English -</p> <p>Suggested Texts:</p> <p>Survivor Titanic by Stephen Davies</p> <p><b>Non Narrative -</b></p>

Cycle	Term		Term		Term	
	A1	A2	Sp1	Sp2	Sm1	Sm2
1	<p>Word classes - proper and common nouns</p> <p>Adjectives - expanded noun phrases</p> <p>Synonyms - KS2</p>	<p><b>writing for different purposes</b></p> <p>Paragraphs - KS2</p> <p>Layout</p> <p>Sentences with different forms - question, command, exclamation, statement.</p> <p>Subordination</p> <p>Past and present tense.</p>	<p><b>Narrative - setting description</b></p> <p>Adjectives</p> <p>Adverbs</p> <p>Adverbial phrases of manner and time - KS2</p> <p>Synonyms - KS2</p> <p>Similes - KS2</p>	<p>First person</p> <p>Past and present tense</p> <p>Sentences with different forms - question, command, exclamation, statement.</p>	<p>Structure</p> <p>Paragraphs - KS2</p> <p>Description</p>	<p><b>Newspaper - writing for different purposes</b></p> <p>Paragraphs - KS2</p> <p>Where, Who, What, where, when - KS2</p> <p>Passive language - KS2</p> <p>Layout</p> <p>Speech - LKS2</p>
	<p>Science - Light and dark</p> <p>Animals including humans</p> <p>(seasonal changes throughout)</p>	<p>Science - Materials and their uses</p> <p>(seasonal changes throughout)</p>	<p>Science - states of matter</p> <p>(seasonal changes throughout)</p>	<p>Science - forces</p> <p>(seasonal changes throughout)</p>	<p>Science - plants</p> <p>(seasonal changes throughout)</p>	<p>Science - Lights</p> <p>(seasonal changes throughout)</p>
	<p>History - When and why did the Romans come to Britain and what was their legacy?</p>	<p>History - Who else invaded Britain and why did they come here?</p>	<p><i>Geography - What are volcanoes and earthquakes and where do we find them?</i></p>	<p>History - Why did WW1 start and what is its legacy today?</p>	<p><i>Geography - Where is Europe and what can we find there?</i></p> <p><i>How are European countries similar or different to the UK?</i></p>	<p>History - What happened to the Titanic and what is its significance today?</p>
	<p>Digital Literacy -. Using the internet safety - focus on social media.</p>	<p>Digital Literacy -. Using a keyboard and word processing skills</p>	<p>Computing - IT and the world around us.</p>	<p>Computing - IT and the world around us.</p>	<p>Computing - Digital photography</p>	<p>Computing - Programing, and algorisms</p>

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1	<p>use technology safely and respectfully, keeping personal information private;</p> <p>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>WFS progression steps - E Safety</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school.</p> <p>WFS progression steps - Multi media and using the internet. - Technology in our lives</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school.</p> <p>WFS progression steps - Multi media and using the internet. - Technology in our lives</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school.</p> <p>WFS progression steps - Multi media and using the internet. - Technology in our lives</p>	<p>use technology safely and respectfully, keeping personal information private;</p> <p>recognise common uses of information technology beyond school.</p> <p>WFS progression steps - Multi media and using the internet. - Technology in our lives</p>	<p>understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>WFS progression steps - Programming</p>
	<p>Creative Arts -</p> <p>ART - What were Roman mosaics and where did they use them?</p> <p>KS1 Art</p> <ul style="list-style-type: none"> <li>- Pattern</li> <li>- Collage - texture</li> </ul>	<p>Creative Arts -</p> <p>DT - What designs and materials did Vikings use to make jewelry and why?</p> <p>KS1 Art</p>	<p>Creative Arts -</p> <p>ART - Which artists have used volcanoes as inspiration?</p> <p>Look at different artists and their styles then choose our preferred method to create our own.</p>	<p>Creative Arts -</p> <p>MUSIC - Which songs were well-known in WW1 and what was the significance of their lyrics?</p>	<p>Creative Arts -</p> <p>MUSIC - What is the Eurovision Song Contest and how do you compose a winning song?</p> <p>KS1 Music</p> <ul style="list-style-type: none"> <li>- Use voices</li> </ul>	<p>Creative arts -</p> <p>MUSIC - What is a soundtrack and how did James Horner use it to tell the story of Titanic?</p> <p>KS1 Music</p>



Year 1

Cycle	Term		Term		Term	
1	A1	A2	Sp1	Sp2	Sm1	Sm2
	<p>Use basic principles of a healthy and balanced diet</p> <p>WFS progression steps - independent living</p>	<p>Where does food come from?</p> <p>WFS progression steps - independent living</p>	<p>Design make and evaluate</p> <p>WFS progression steps - independent living</p>	<p>Design make and evaluate</p> <p>WFS progression steps - independent living</p>	<p>Design make and evaluate</p> <p>WFS progression steps - independent living</p>	<p>Design make and evaluate</p> <p>WFS progression steps - independent living</p>
	<p>Mental health and Wellbeing</p> <p>Good and Bad Feelings - recognising how I am feeling.</p>	<p>Mental health and Wellbeing</p> <p>Feelings and Emotions and strategies for dealing with them.</p>	<p>Mental health and Wellbeing</p> <p>Identifying and understanding Mental Health difficulties</p> <p>Understanding mental illnesses such as depression and anxiety and making links with feelings and emotions.</p>	<p>Mental health and Wellbeing</p> <p>Identifying, comparing and evaluating strategies for supporting mental health</p>	<p>Mental health and Wellbeing</p> <p>Building self esteem and coping with disappointment.</p>	<p>Mental health and Wellbeing</p> <p>Recognising the feelings of others and understanding empathy.</p>
	<p>PSHCE - Managing risk</p> <p>RSE - Healthy Relationships</p>	<p>PSHCE - Body Image</p> <p>RSE - Bullying</p>	<p>PSHCE - Hygiene and Independence</p> <p>RSE - Changes in our body</p>	<p>PSHCE - Healthy Eating and nutrition</p> <p>RSE - Reproduction</p>	<p>PSHCE - Citizenship</p> <p>RSE -Sense of Self</p>	<p>PSHCE - Drugs</p> <p>RSE - Touch and consent</p>
	<p>Careers - Visit from HSBC.</p>	<p>Careers - Applying for a job -</p>	<p>Careers - Visiting the education fair - Life Beyond WFS</p>	<p>Careers - When I grow up -</p>	<p>Careers - Year 7 jobs event.</p>	<p>Careers - Visiting Fire station</p>

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	A1	A2	Sp1	Sp2	Sm1	Sm2
1	<p>Learning about money in real life contexts.</p> <p>Learning about what happens in a bank and what we use it for.</p>	<p>looking at job adverts and the local job market.</p>	<p>Preparing and asking questions and then evaluating the colleges/ courses we have learned about.</p>	<p>looking at how much things cost and budgeting.</p>	<p>Preparing and asking questions and then evaluating the jobs we have learned about.</p>	<p>Preparing and asking questions and then evaluating the jobs we have learned about.</p>
	<p>RE - 1.1 What do Christians believe God is like?</p>	<p>RE - 1.1 What do Christians believe God is like?</p> <p>1.3 - Why does Christmas matter to Christians?</p>	<p>RE - 1.7 - Who is Jewish and how do they live?</p> <p>1.5 - Why does Easter matter to others?</p>		<p>RE - 1.10 What does it mean to belong to a faith community?</p>	
	<p>Independence - road awareness day activities</p>	<p>Independence - church visit</p>	<p>Independence - shopping</p>		<p>Independence - bike ability</p>	

Pathway 4 yearly Overview year 1